



Finley Farms Elementary School

Gilbert Unified District

375 S. Columbus Drive, Gilbert, AZ 85296

ARIZONA
School Report Card
2001-02

Principal: Mr. John Maas

Schedule: 7:30 AM to 4:00 PM

Web Address: www.gilbert.k12.az.us

E-mail: john_maas@gilbert.k12.az.us

Grades: K-6

2001 Enrollment: 1049

Phone: (480) 507-1624

Fax: (480) 507-1633

▼ School Overview ▼

Mission

At Finley Farms Elementary, we believe in the school and community working as partners in education, to create an enriched educational environment, which will generate high academic expectations and success for each student.

Organization and Philosophy

- w Traditional
- w Inclusive
- w Self-contained Classrooms
- w Collaborative

School/Academic Goals

- w To concentrate on staff development in the curricular areas of mathematics, reading, language arts and the use of technology in the classroom.
- w To improve student reading comprehension and the daily time commitment to reading. To further incorporate the Accelerated Reader/Reading Renaissance programs into the school's reading curriculum to help strengthen student reading ability.
- w To place a major emphasis in the areas of reading, math and language arts skills on the Stanford 9 Achievement Test, which fall below the district averages, and to increase student achievement in these areas.
- w To further develop faculty, staff and community involvement in the establishment of a climate of positive awareness towards cultural diversity.

Instructional Programs

- w Accelerated Learning Program
- w All-day Kindergarten
- w On-site Special Education
- w ESL
- w SCILLS Class
- w Reading Renaissance/Accelerated Reader

Enrollment

October 1, 2000 School Year Student Enrollment:	1037
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	55

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 2 Community Member(s)
 0 Student(s)

Council Duties

w School Safety Issues
 w Parent/Educator Relations
 w Extracurricular Activities
 w Community Involvement
 w Funding Alternatives

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.50	Teacher	55.50
Other Professional Staff	5.00	Teacher Aide	20.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	7	6	0	0
7 to 9 years	2	3	0	0
10 or more years	6	20	0	0

▽ Shared Responsibilities ▽

School

Finley Farms Elementary places a strong emphasis on fostering a positive and safe environment for the academic and social development of each student. Programs which are provided to assist the student include ESL, gifted, Special Education and counseling. Parents are provided the opportunity to become a partner in their child's education.

Parents

Parents are responsible for ensuring that their children arrive on time to school, in appropriate attire, well-rested, maintaining a healthy mind and body, homework completed--eager to learn. Finley Farms Elementary encourages parent participation and hosts special curriculum events for parent information. By being knowledgeable and involved, parents can support academic and artistic endeavors.

▽ Transportation Policy ▽

Finley Farms Elementary serves an attendance area which is approximately two-square miles in size. Four crossing guards assist students at three different locations before and after school. Three buses serve students who live across a major street or who live outside a one-mile range.

▽ Calendar Information ▽

Number of Instruction Days:	176	First Day of School:	8/20/01
Average Daily Instruction Time:	5 hrs. 30 min.	Last Day of School:	5/24/02

Operates on Traditional Schedule

Report Card Release Dates

10/24/01	1/9/02	3/20/02	5/24/02
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Additional Calendar/Report Card Information

Finley Farms Elementary encourages frequent communication between teacher and parents related to the student's academic and social progress. Weekly newsletters and assignment calendars are used. Progress reports are provided at midterm. We encourage an open line of communication between school and home.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Multipurpose Room	W Network Computer Lab
W Media Center	W Project Room

Extracurricular Activities

W Student Council	W CHAMPS/DARE
W Oceanography Club	W Garden Club
W Chess Club	W Fun Runs
W Art Club	W Production/Computer Clubs

School/Community Resources

W Social Worker	W Health Services
W Breakfast Program	W Recreational Activities
W Counseling Services	W Before/After School Program
W Lunch Program	W Peer Mediation

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|--|
| <p>w AIMS scores for third and fifth grades were above the state average in reading, language and math.</p> <p>w All teachers and staff were trained in cultural diversity and sensitivity training.</p> | <p>w Stanford 9 Achievement Test scores above state and national averages in all areas, as well as above the district average for each category in grades one, three, four, five and six.</p> <p>w All teachers received training in the Reading Renaissance Accelerated Reader Program.</p> |
|--|--|

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.1 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	7.2 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	1.3 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	3.9 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	98.9 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	1.2 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
District Writing Contest Winners	2001
District Art Contest Winners	2001
1st Place in District Battle of the Books Competition	2001
1st/2nd Places in 3rd Gr. & Under Oratorical Contest	2001

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	134	537	3%	8%	49%	38%
	State	60969	521	11%	18%	44%	27%
Writing	School	128	559	3%	5%	65%	25%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	134	538	5%	13%	38%	43%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	119	519	1%	12%	58%	26%
	State	63518	503	22%	24%	41%	14%
Writing	School	119	544	0%	14%	56%	28%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	120	511	0%	35%	19%	45%
	State	63873	487	17%	43%	12%	29%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	92	75	60
2	Reading	--	--	--	--	--	--	100	59	50	100	62	52	92	66	53
	Language	--	--	--	--	--	--	100	56	40	100	59	43	92	66	44
	Mathematics	--	--	--	--	--	--	100	62	51	97	70	55	93	70	57
3	Reading	--	--	44	--	60	47	100	54	47	99	63	48	94	68	50
	Language	--	--	45	--	70	49	100	65	51	100	71	54	95	73	56
	Mathematics	--	--	41	--	57	46	100	56	49	100	69	52	95	71	54
4	Reading	--	--	52	--	66	53	100	70	54	100	70	54	89	73	55
	Language	--	--	45	--	65	47	100	66	49	99	68	48	86	71	50
	Mathematics	--	--	48	--	65	51	100	69	54	100	70	55	89	75	57
5	Reading	--	--	50	--	68	51	100	68	51	97	70	51	96	70	51
	Language	--	--	40	--	62	42	100	64	44	99	70	45	90	68	45
	Mathematics	--	--	47	--	71	51	100	70	54	99	81	55	94	79	57
6	Reading	--	--	52	--	67	53	100	68	54	91	66	53	95	73	54
	Language	--	--	40	--	56	41	100	63	44	90	65	44	93	74	45
	Mathematics	--	--	54	--	75	57	100	78	59	93	87	60	93	87	63

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	83	70
Grades 3-4	84	86
Grades 4-5	70	90
Grades 5-6	77	92
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

In order to promote a safe and orderly climate for learning, the teachers and staff of Finley Farms Elementary focus on a positive discipline approach. Additionally, the school has incorporated a student Responsibility Center into its positive discipline program. The Responsibility Center (RC) is an educational-social-behavioral environment that enables a student to process any obstacles to his/her success in the school setting. All employees were trained in cultural diversity awareness.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,021	\$1,815,878
Classroom Supplies	\$24	\$21,311
Administration	\$156	\$140,081
Support Services-Students	\$189	\$169,696
Other Support Services and Operations	\$968	\$869,600
Total Expenditures- All Categories 1999-2000	\$3,358	\$3,016,565

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$1,169,305.12 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	John C. Maas	(480) 507-1624	
Transportation Policy	Jay Morris	(480) 497-3311	
Community Resources	Michele Osborne	(480) 507-1624	
School Nutrition Programs	Cathy McDermott	(480) 507-1624	
Parent Organization	J. Osborne/S. Westenskow	(480) 507-1624	
Student Health/Nurse	Lorie Miller	(480) 507-1624	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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